

SENSORY / MOTOR ROOM

DESCRIPTION

Provide room with color spectrum control and dimmable lighting. Enhance acoustic separation from adjacent spaces, and include music incorporation and views to nature. This space could also include movement activities. It could be one larger room but dividable for one side to be more calming and the other physical input/output.

ACTIVITIES

Sensory/motor rooms are meant to encourage the development of gross and fine motor skills in a fun, motivating way. The sensory/motor rooms should encourage a freedom of movements, exploration, and discovery, in a private area. In some cases, adaptive physical education will take place in the sensory/motor room taken into consideration.



Rosedale School - Austin, TX

Space Type: Sensory/Motor Room

Space Uses: Special Education

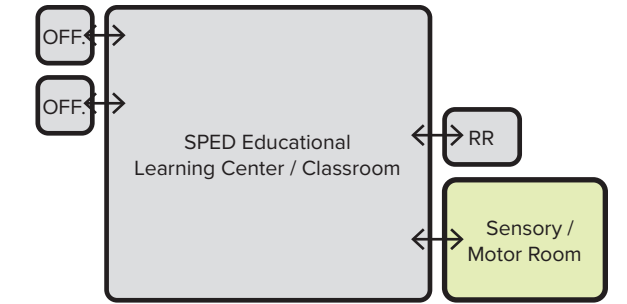
Grade Level: TK-8th

Occupants: Varies

Support Spaces: Occupational/Physical Therapy, Outdoor Learning (as required), SPED/Classroom

Graphic Key

← → High proximity, Directly connected spaces



Space Characteristics

- Resilient Soft Flooring (carpet or carpet equivalent)
- Acoustic ceiling tile (ACT) - sensory rooms require additional acoustic considerations.
- Sensory rooms can be smaller pods (70-100 sf), while motor rooms are larger to accommodate adaptive physical education (960 sf)
- Swing with attachments for 300 lb. capacity, eye-bolted at structure (if space use requires)
- Tumbling mats (two minimum placed under the platform swing)
- Mini trampoline
- Foam balance beams; approx. 16' in length when assembled w/ each individual beam 4' in length when separated
- Crash Mat" (5' x 5' enclosed foam pit)
- Sink with running water (preferred)

Technology

- Telephone / intercom handset, VoIP on wall.
- Intercom speaker with outlet
- Hard-wired data outlet for network connectivity to accept online streaming of announcements and other resources needed for classroom instruction
- Local area network connectivity for instructor workstation and student workstations
- Wireless access capable for most computer communications/applications

Special Considerations

- Ceiling material: acoustic ceiling tile; 9'-0" AFF min.
- One wall tackable surface
- Floor material: carpet tile with tile at sink
- Additional doors to access adjacent classrooms
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools
- Min. 45 STC between adjacent teaching space

Building Systems

- Independent temperature control of area within flexible range set by district's EMS system
- Sink with cold water (preferred) Outlets for general room and workstation use
- Clean, segregated power distribution with surge suppression
- Lighting: per IES Lighting Handbook guidelines
- Ability to dim room in response to video projection requirements
- Warm (color temperature) lighting not to disturb the students

Sustainability

- Natural Daylighting (north light preferred)
- Skylights acceptable
- Indirect LED light fixtures
- Installation of Bio Phase-Change Material above ceiling grid
- Low VOC-emitting materials
- Connection to curriculum (visual display, sustainability features labeled, etc.)
- Locally sourced, durable, low (no) maintenance materials